

OLC WEEKLY LEARNING PLAN



Message from your teachers:

This Weekly Learning Plan shares the learning that will be taking place this week.

Teachers:	Miss Sidwell and Miss Houlihan	Year group:	Year 6	Date:	21.09.26
------------------	---------------------------------------	--------------------	---------------	--------------	-----------------

R.E. 	Knowledge Statement:		Knowledge Statement:		Knowledge Statement:
	The first three of the Ten Commandments show how to love God, and Jesus says the greatest commandment is to love God with all your heart, soul, and mind.		The last seven of the Ten Commandments show how to love other people, and Jesus says the second greatest commandment is to love your neighbour as yourself.		Jesus' Great Commandment explains the purpose of all Ten Commandments: they guide us to live in love for God and for others.
Maths 	LO: Common multiples	LO: Rules of divisibility	LO: Primes to 100	LO: Squares and cubes	LO: Multiply by a 1-digit number
	Unit 2: Four operations (1) Textbook pages 60-63	Unit 2: Four operations (1) Textbook pages 64-67	Unit 2: Four operations (1) Textbook pages 68-71	Unit 2: Four operations (1) Textbook pages 72-75	Unit 2: Four operations (2) Textbook pages 78-783

OLC WEEKLY LEARNING PLAN

English



LO: To plan writing.	LO: To write an effective narrative.	LO: To write an effective narrative.	LO: To write an effective narrative.	LO: To edit and publish an effective narrative.
Starter: We will revisit the ending of <i>Journey</i> and discuss the key themes, including friendship, courage and adventure. Children will share ideas about what might happen next in the story. Main Activity: Children will plan a sequel to <i>Journey</i>, creating their own magical adventure. They will develop ideas for new characters, settings, magical crayons, challenges and endings, using a story planning framework to organise their thoughts before writing. Plenary: Children will share their story plans with a partner, explaining the beginning, middle and end of their sequel and receiving feedback to refine their ideas.	Starter: Recap our sequel plans and discuss how to create an exciting story opening. Main: Write the opening of a sequel to <i>Journey</i>, using descriptive language, varied sentence structures and ambitious vocabulary to engage the reader. Plenary: Share writing with a partner and give feedback to help improve and edit narrative openings.	Starter: Recap the story and explore how dialogue can reveal a character's feelings. Main: Write the middle section of a sequel to <i>Journey</i>, including a new problem, suspense and dialogue between characters. Plenary: Share writing with a partner and give feedback to help improve characterisation and narrative detail.	Starter: Review the journey so far and discuss how the characters have changed throughout their adventure. Main: Write the ending of a sequel to <i>Journey</i>, using descriptive language, character emotions and a clear resolution to the story. Children will then edit and improve their writing. Plenary: Share writing with a partner, give feedback and reflect on the most effective part of the narrative.	Starter: Read a section of your story and use a checklist to identify strengths and areas for improvement. Main: Edit and improve writing by checking spelling, punctuation, vocabulary and sentence structure, before publishing a final version of the story. Plenary: Share published stories, celebrate successes and reflect on improvements made during the editing process.

OLC WEEKLY LEARNING PLAN

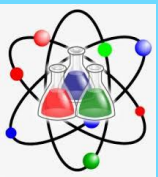
Reading



SPAG



Science



LO: To be able to describe the composition of the blood.

This lesson will focus on understanding the components of blood and the important jobs they do within the body. Children will learn about the four main parts of blood: red blood cells, white blood cells, platelets, and plasma. They will investigate how red blood cells carry oxygen, white blood cells help fight infection, platelets help blood clot to heal wounds, and plasma transports nutrients, hormones, and waste products around the body.

Children will also explore the proportion of each component in a typical blood sample and discuss how these parts work together to keep us healthy.

End Task: Children will create their own test tube drawing showing the percentages of each component of blood and complete a table explaining the function of red blood cells, white blood cells, platelets, and plasma. This will help them demonstrate their understanding of the structure and function of blood.

LO: To understand how trade links were established and identify the goods that were traded by the Benin Kingdom.

OLC WEEKLY LEARNING PLAN

History



This week in History, children will explore how trade links were established in the Benin Kingdom and how trade helped the kingdom become powerful and wealthy. They will learn why Benin's location made it an important trading centre, investigate the relationships developed with European traders, and discover the range of goods that were traded, including ivory, pepper, cloth, brass, and coral beads. Children will discuss what these goods were used for and why they were valuable before considering how trade brought wealth, resources, and influence to the Oba and the Benin Kingdom. By the end of the lesson, children will brainstorm the goods that were traded and their uses and answer the question: How did trade help the Benin Kingdom become powerful and wealthy?

Computing



LO: To tinker with Scratch music elements.

[Lesson 1: Tinkering with Scratch music elements](#)

Before starting this unit, check pupils' prior knowledge of using Scratch. Display the *Presentation: Introduction to Scratch*. Remind the children that Scratch is a block-based programming language and can be used to create projects. Inform them that in this unit, they will make music.

Explain that **tinkering** is exploring and playing with something to discover its key functions. Inform the children that it is important in computing because it allows programmers to explore, make mistakes and discover how code works.

Ask the children to go to the Scratch website and create a new project.

Show the *Pupil video: Tinkering with music in Scratch*, which demonstrates the lesson activity.

Allow the children to tinker and remind them of the skills shown in the *Pupil video: Tinkering with music in Scratch*.

PSHE:



[Gifts and Talents – Ten Ten Resources](#)

This week, children will explore how people are both similar and different and consider how communities are built through teamwork. Through the *Paradise Street* programme, children will reflect on their own gifts and talents and begin to understand that true self-worth comes from knowing they are loved and valued by God.

OLC WEEKLY LEARNING PLAN

Watch the Paradise Street video and reflect on it using the questions provided, eg:

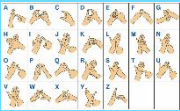
How does God loving us just the way we are help us change how we feel about ourselves?

Do boys and girls like different things?

Why do you think Finn gets annoyed with Siobhan? Is he right to be annoyed?

Task: Children will create self-portraits, with 'I am...' statements around the outside. At the bottom as the title of the portrait should be 'I am loved by God'.

MFL



Following their introduction to British Sign Language (BSL), this week children will continue to develop their understanding of deafness and deaf awareness. They will learn about the experiences of deaf people and explore how BSL helps people communicate effectively. Children will also be introduced to sign language etiquette, including how to gain someone's attention respectfully and the best ways to communicate with deaf individuals. Through discussions and practical activities, children will build awareness, empathy, and inclusive communication skills.

Music



[KS2 Music Lesson Plans | Looping and Remixing](#)

Explain that popular club or dance music is mainly created of short pieces of music that are looped and then layered on top of one another to create a longer piece of music.

Play the *Audio: Musical beat and loop* on slide 2 of the *Presentation: Body percussion loops* as an example.

Explain to the children that they will work in groups; starting by performing a body percussion rhythm on loop, before layering it with others in their group.

OLC WEEKLY LEARNING PLAN

	Divide pupils into groups of four, and give each group a copy of the <i>Activity: Body percussion sheet</i>. 1. Ask the children in their groups to practise each of the body percussion loops, working together as a group and support each other while they work out each rhythm. 2. Assign one body percussion rhythm to each child in the group and allow some time for them to practise. 3. Once each child is confident with their own rhythm, ask the groups to work out how to layer each rhythm effectively. Encourage them to start with one child playing then introducing the next child and so on, until they are all playing together. Plenary: Ask the children to perform their looped rhythms to another group and offer feedback				
Art 	LO: To problem-solve when constructing 3D artworks. Starter Children will begin by recapping their learning from the previous lesson and discussing what they can remember with a partner. What can they remember about installations? They will then look at examples of unusual artworks made from everyday furniture and objects, identifying how artists have transformed ordinary items into something surprising and creative. Main Working in small groups, children will design and create their own art installation using everyday classroom objects. They will experiment with arranging, combining and adapting materials to turn familiar items into a piece of artwork. Once finished, they will photograph their creations and share them with the class, explaining their ideas and the creative choices they made. Plenary Children will explore an installation by artist Cai Guo-Qiang and discuss the message they think the artwork communicates. After learning more about the artist and his background, they will revisit their ideas and consider how an artist's experiences, culture and history can influence the meaning of their work.				
PE 	<table border="1"> <thead> <tr> <th data-bbox="342 1177 1234 1217">Lesson 1</th><th data-bbox="1234 1177 2130 1217">Lesson 2</th></tr> </thead> <tbody> <tr> <td data-bbox="342 1217 1234 1442"> Athletics: This week, children will develop their power, control and technique in the triple jump. They will explore the three phases of the event (hop, step and jump) through a variety of drills and activities designed to improve balance, coordination, rhythm and confidence. Children will </td><td data-bbox="1234 1217 2130 1442"> Fitness: This week, children will develop their strength using their own body weight. They will take part in a range of activities designed to build muscular strength, stability and endurance through exercises. Children </td></tr> </tbody> </table>	Lesson 1	Lesson 2	Athletics: This week, children will develop their power, control and technique in the triple jump. They will explore the three phases of the event (hop, step and jump) through a variety of drills and activities designed to improve balance, coordination, rhythm and confidence. Children will	Fitness: This week, children will develop their strength using their own body weight. They will take part in a range of activities designed to build muscular strength, stability and endurance through exercises. Children
Lesson 1	Lesson 2				
Athletics: This week, children will develop their power, control and technique in the triple jump. They will explore the three phases of the event (hop, step and jump) through a variety of drills and activities designed to improve balance, coordination, rhythm and confidence. Children will	Fitness: This week, children will develop their strength using their own body weight. They will take part in a range of activities designed to build muscular strength, stability and endurance through exercises. Children				

OLC WEEKLY LEARNING PLAN

	practise combining the phases smoothly while maintaining speed and control, and will use feedback to refine their technique and improve their overall performance.	will focus on using correct technique and body control while learning how bodyweight exercises can improve overall fitness.
		

Communicating with school

Please direct all queries to the school office email on: office@olc.solihull.sch.uk